

+ Transition from School to Work: *Planning for Students with Asperger Syndrome*



20 Tips for Success!

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#1

+ Learn about Asperger
Syndrome

“If you’ve seen one child with Asperger’s Syndrome or autism, you have seen one child with Asperger’s Syndrome or autism.”

Brenda Smith Myles (U. KS.)

November 14, 2000

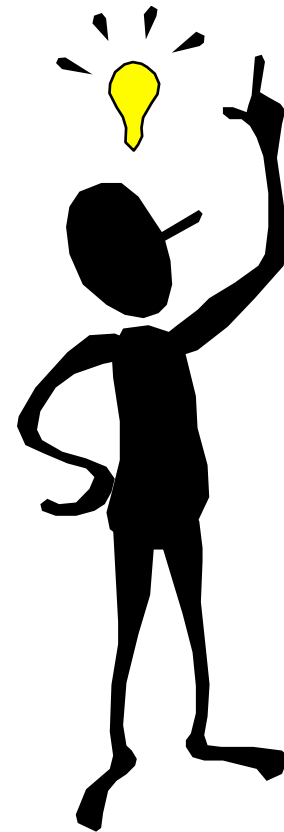


Asperger's Disorder: Diagnostic Criteria

- Impairments in social interactions
- Restricted interests/patterns of behavior
 - Persistent, preoccupation with special topics/interests
 - Interferes with learning & social interests
- No significant delay in early language and cognition
- Exclusion of autism first

+ Strengths

- IQ
- Grammar and vocabulary
- Rote memory
- Absorbs facts easily
- Interests in social world
- Special talents



+ Additional Areas of Difficulty

- Social Understanding/Social Info. Processing
 - Peer Interactions
 - Interactions with Teachers/Adults
- Language Use & Comprehension
- Sensory/Motor
- Academic
- Problem Solving
- Flexibility
- Emotional Regulation



Diane Adreon and Dena Gitilitz, 2002

+ Problems associated with Academic and Employment Success:

Students may experience difficulty in:

- Attending to relevant stimuli
- Following auditory instructions
- Understanding what to do & how to do it
- Generalizing knowledge
- Applying knowledge
- Planning
- Organization

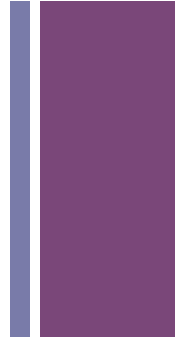
Asperger Syndrome:

<http://www.youtube.com/watch?v=kOhDWcwUjAg&feature=related>



#2

Get to Know the Individual

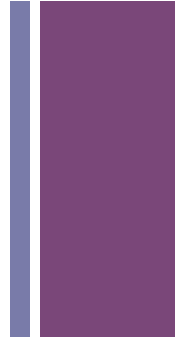


- What are the individual's strengths?
- What are the individual's areas of growth?
- What does he/she like to do... a specific area of interest?
- Compete a Strengths and Strategies Form with the Team
 - Kluth, P. & Dimon-Borowski, M. (2003)



#3

Build a relationship



- Spend time doing activities the individual likes
- Show interest in their life and activities
- Find reinforcement that the person likes

Autism: (Special Interest)

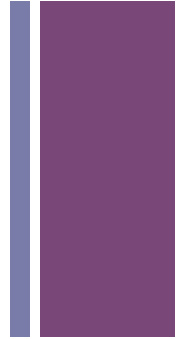
<http://www.youtube.com/watch?v=nsqYCrzpqnM&feature=related>



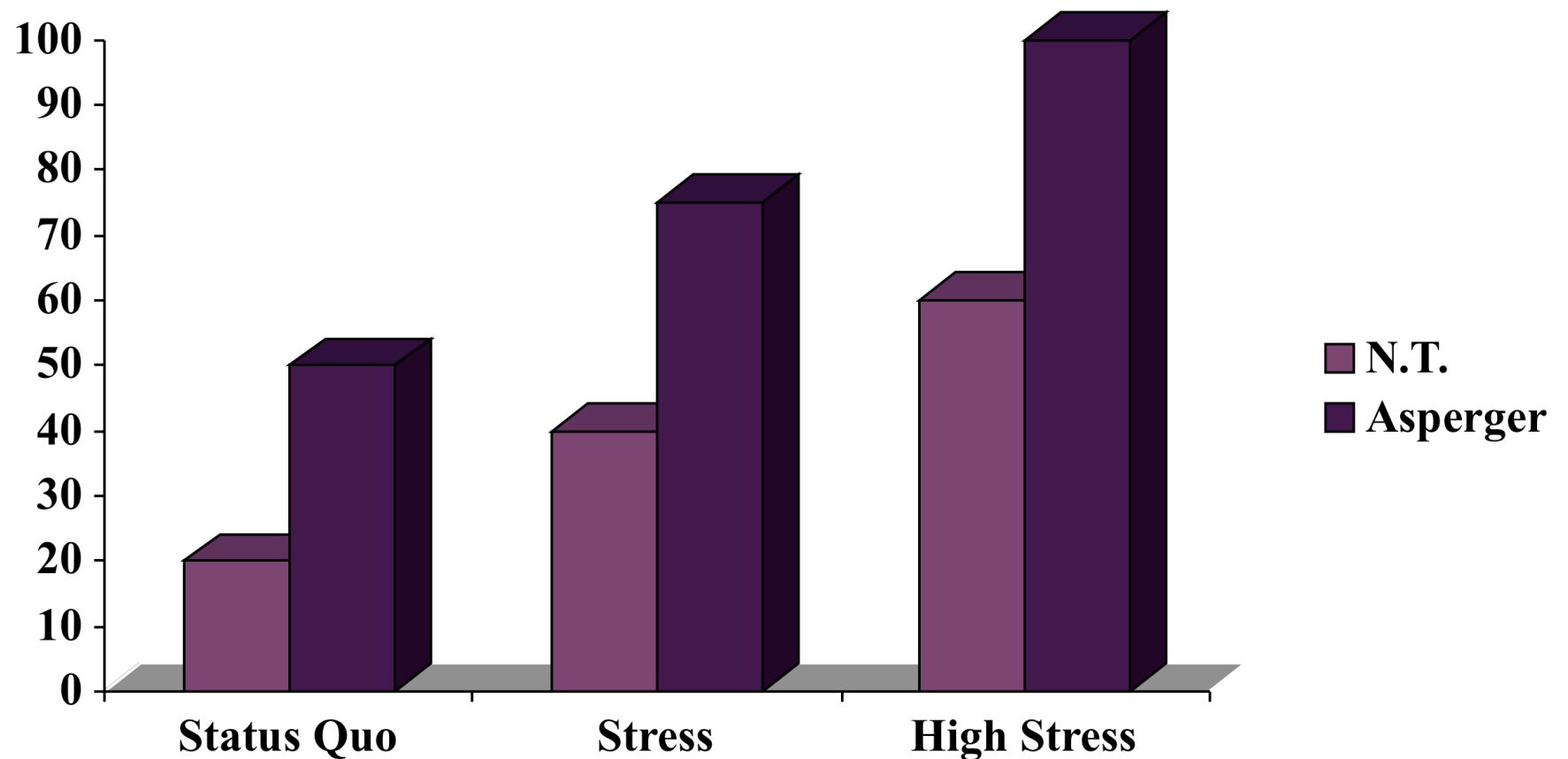
#4

Set a calm, positive tone

- Use a calm voice when speaking
- Give facts in an unemotional tone of voice
- Express information in a logical sequence
- Control your emotions!



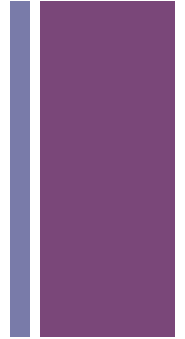
Asperger's Stress Barometer





#5

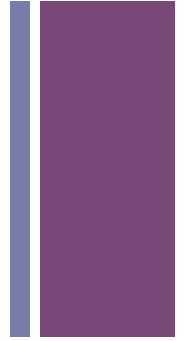
Be Generous with praise



- Be specific with your praise
- Compliment attempts and successes
- Praise helps foster understanding about events (i.e. learning a new skill, trying hard, handling social demands)

http://www.youtube.com/watch?v=qy_mIEnnlF4&feature=related

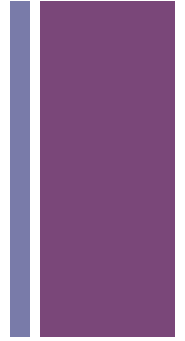
+ Motivation



Although individuals with Asperger Syndrome and autism appear to have low motivation, the truth is that they often have a different type of motivation (Baker, 2000; Dunlap, 1995).

Until teachers and parents find out what the motivator is, it is difficult to prompt the student to complete work and related tasks.

+ Reinforcement



- The child with an ASD needs to know what the reinforcement or the “paycheck” is for his/her work.
- Use Visual Schedules of Reinforcement to show what the reinforcement is for completing an activity or a task appropriately.

+ Fairness

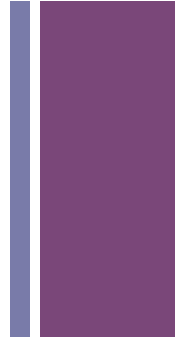
“Fairness is not giving everyone the same thing. Fairness is giving the individual what they need to succeed.”

Richard D. Lavoie



#6

Provide reassurance

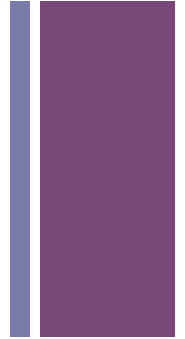


- Reduce uncertainty to help with anxiety
- Check in on a regular basis and provide reassurance
- Break down tasks into smaller steps



#7

Priming

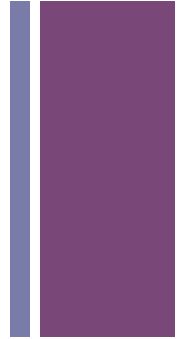


- Priming is a strategy where adults help the individual know what is coming up - ahead of time.
- Priming can be used for
 - Academics
 - Daily schedule
 - Preparing for novel or new situations
 - Behavioral expectations
 - Social situations



#8

Listen to the words



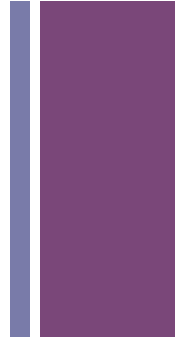
- Listen to the individual – interpret what they are saying

- “I can’t do it” may mean....
 - I can’t find my book
 - I don’t understand the directions
 - I have to go to the bathroom now and I can’t do my assignment until I go.
 - I can’t concentrate because I am upset that I lost my favorite toy.



#9

Watch for Literalness



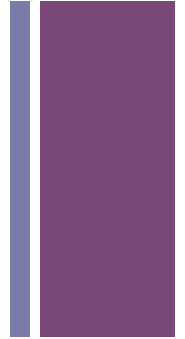
- Have difficulty understanding metaphors, idioms, sarcasm
- “Say what you mean and mean what you say!”
- Use specific directions



The Big Bang Theory - Sarcasm Sign



#10 SOCCSS



- The SOCCSS strategy to assist students with disabilities understand social situation and develop problem solving skills was developed in 1995 by Jan Roosa.
- Review SOCCSS Handout

Table 2

SOCCSS***Situation – Options – Consequences – Choices – Strategies – Simulation******Situation******Who:*** David and Tom.***When:*** At recess after lunch.***What:*** Tom pushed David when they were standing in line at the slide. Mrs. Smith saw them and had both of them sit out for the rest of recess.***Why:*** David started teasing Tom about the coat he was wearing.

<i>Options</i>	<i>Consequences</i>	<i>Choice</i>
Ignore David's comment.	David could continue to say mean things.	
	David might stop saying mean things.	
Avoid being around David at recess.	If David is playing on the slide, Tom would not be able to be there and he likes the slide.	
Tell David to stop, and if he doesn't, tell the teacher.	The teacher would tell David to stop.	✓ (Tom's choice)
	The teacher would tell Tom to ignore him.	
Say something mean back to David.	Tom would get in trouble by a teacher.	
	A teacher might not hear Tom.	

Strategy – Plan of Action

The next time that David says something mean to Tom, Tom will tell him to stop.

If David doesn't stop teasing Tom, Tom will tell the teacher.

SOCCS Worksheet

S ituation	
Who	What
When	Why

S olutions	C onsequences	C hoice

Strategy

S imulation Type	S imulation Outcomes
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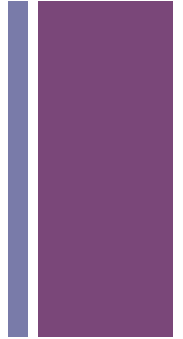
Follow Up

Adapted from the work of Roosa, J. B. (1995). Men on the move: Competence and cooperation "Conflict Resolution and Beyond". Kansas City, MO: Author.



#11

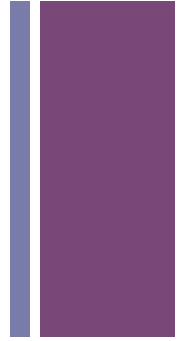
Teach the Hidden Curriculum



“The hidden curriculum refers to the set of rules or guidelines that are often not directly taught but are assumed to be known (Garrnett, 1984; Hemmings, 2000; Jackson, 1968; Kanpol, 1989).... The hidden curriculum contains items that impact social interactions, school performance, and sometimes safety.”

Myles, 2004

+ Hidden Curriculum cont.



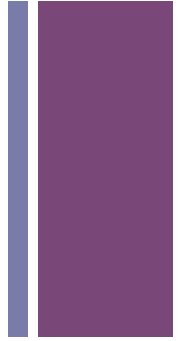
If you find yourself saying things like:

- I shouldn't have to tell you, but...
- It should be obvious that...
- Everyone knows that...
- Common sense tells us...

You probably are dealing with a hidden curriculum item.

Myles, 2004

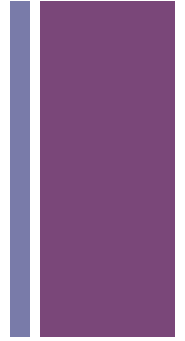
+ Hidden Curriculum Calendar



Thursday, December 9, 2010

If people at your workplace are chipping in for a gift for your boss, it is one of those things that you should do, if at all possible, even if you would rather not.

+ Hidden Curriculum Calendar



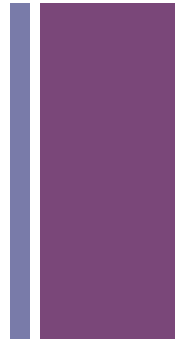
October 7, 2010

When in public, it is best to cover coughs and sneezes with a tissue if available. If you use your hand to cover a cough or a sneeze, wash your hands as soon as conveniently possible.



#12

Use Visuals

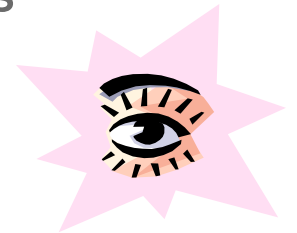


- Daily Schedules
- Calendars
- Routines
- Checklists
- Change cards
- Cue Cards



Visual vs. Auditory Learning

- People with autism tend to be better visual learners than auditory learners
- In the average setting , approximately 89% of all information is transmitted through the auditory mode
- Whenever possible, communication/information should be transmitted using more than one method of communication



When given a direction you need to...

- Say "OK"
- Start right away
- Do it in the right amount of time
- Do it correctly

A choice or B choice?

Is it worth getting mad about?

Remember: I can choose to remain calm.

I can choose ways to calm myself down.





Work Schedule for _____

	Work Description	Location
7:45 – 8:30	Collect out going mail	Offices 1, 2, 3, 4, and 5
8:35 – 9:20	Sort Mail	Mail Room
9:25 – 10:10	Deliver today's mail	Offices 1,2, 3,4, and5
10:15 – 11:00	Flatten card board boxes, put in storage room	Mail Room/Storage Room
11:00 – 11:30	Lunch	
11:35 – 12:20	Tape and label outgoing deliveries	Mail room
12:25 – 1:10	Re-stock pop machine	Break room
1:15 – 2:00	Collect p.m. mail	Offices 1,2, 3, 4, and 5
2:05 – 2:50	Chart charges to each office	Mail room

*Reminders: Ask John or Sally if you need help.

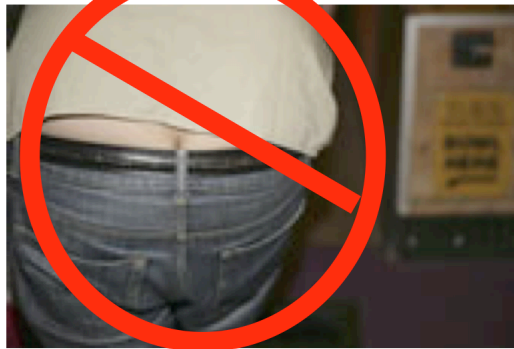
*Try to greet people when collecting mail (Say hi, smile, and keep working)

A Story about Sagging Pants

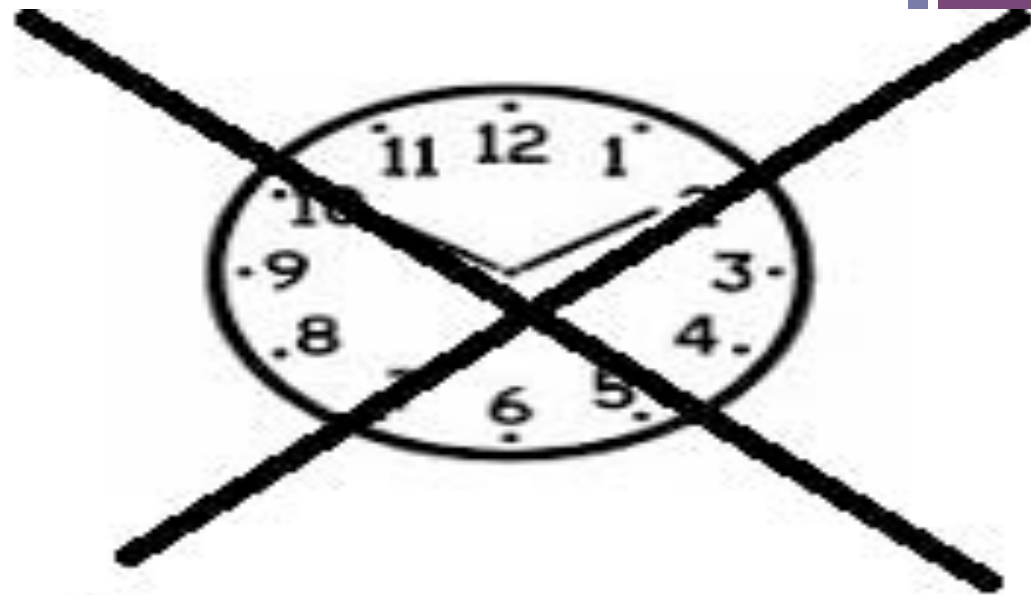
Lots of people make jokes about sagging pants. Sagging pants are so low you

Look at the pictures below. Show pictures of butt crack.

You will be in trouble if you let your butt crack show. Keep your pants up and so you can earn smiles.



+



Out of Time

Change

When you come to class:

- ☐ Sit Down
 - ☐ Get out your pencil
 - ☐ Open your binder to the class that you are in
 - ☐ Read any instructions on the board
-

Math Class

- ☐ Sit down
 - ☐ Get out your pencil
 - ☐ Open your binder
 - ☐ Get out your math notebook
 - ☐ Do the problem of the week or the ADD problems that are highlighted in your spiral.
-

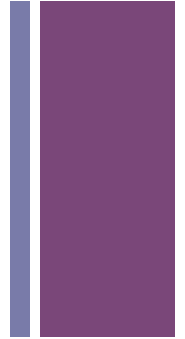
CA/Reading

- ☐ Sit down
- ☐ Get out your pencil
- ☐ Open your binder to reading or CA.
- ☐ Get out your computer.
- ☐ Open your reading or CA file
- ☐ Look at the board
- ☐ Do the OTB Bellwork



#13

Be Flexible



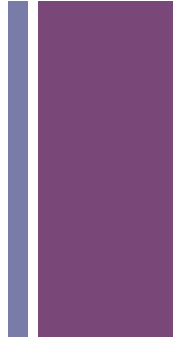
- Individuals with Asperger Syndrome typically CAN NOT be flexible
- Teach flexibility – use change cards

<http://www.youtube.com/watch?v=l2hIIvF5gJI>



#14

Provide Concrete vs. Abstract Learning Opportunities

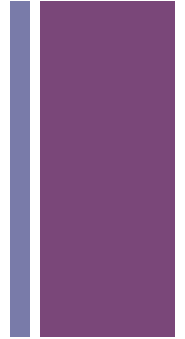


- People with autism often are better at learning concrete (as opposed to abstract) concepts/behaviors. Therefore, instruction should:
 - occur in natural settings and times
 - emphasize training in functional living skills
 - plan for generalization by providing opportunities to practice skills in a variety of settings



#15

Manage the environment



- Be aware of any sensory issues (lights, noises, etc.)
- Problem-solve with the individual when incidents occur
- Try to “read” the individual’s frustration level (and help them make good decisions)

#16

Provide Support for Sequencing Difficulties

People with autism have difficulty predicting what will come next in time, and reacting to it appropriately

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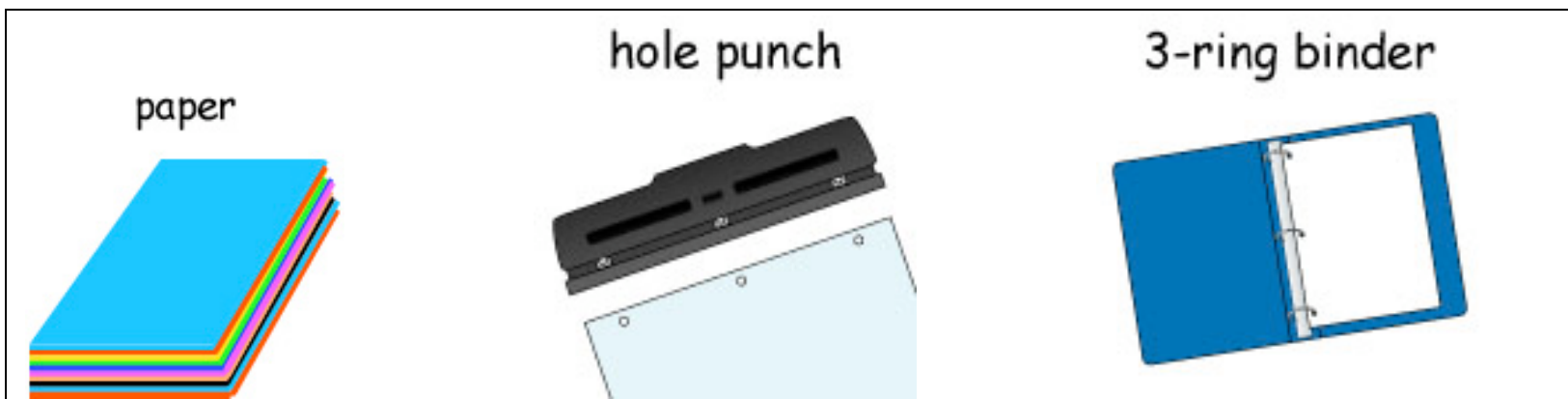
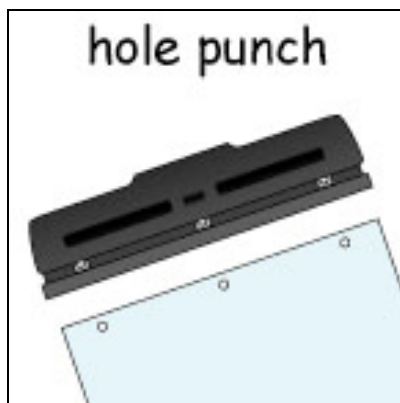
It is a myth that people with autism cannot handle changes in their routine/schedule

The critical element is the ability to PREDICT these changes

Visual Schedule for Making a Pizza Based on Task Analysis



+ Visual Sequence

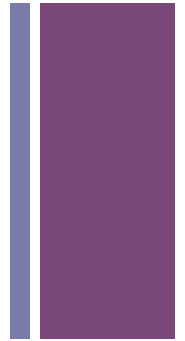




#17

Help organize

- To-do list
- Timeline
- Project Planner
- Color coded folders
 - Matched with color-coded books
 - Pens/pencils in each
- PDA/I-Phone





#18

Use Prompting to Promote Success



- Reminders for an individual about specific steps of a task
- Allows for more independence
- Helps person to learn existing skills better
- Only use prompts when needed
- Test, teach, practice, fade



Types of Prompts

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■ Traditional

- Verbal
- Gesture - Combination
- Modeling
- Physical

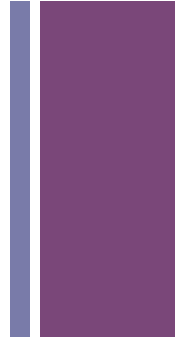
■ Natural

- Partial Participation



#19

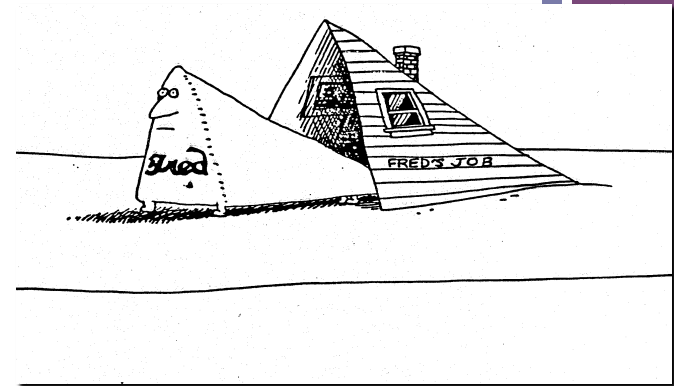
Avoid “Job Coach Pitfalls”



- Don't become embedded in the person's routine
- Be cautious with Verbal Prompts
 - Use “Point Prompts” as an alternative
 - Use Modeling and Visual Prompts
 - Use Environmental/Natural Prompts

+ What kind of jobs work well?

- Good job match
- Clearly defined work task and work area
- Supports in place
- Predictable (not necessarily repetitious)
- Receptive employer and coworkers
- *Review Resource Handbook on Adult Autism and Employment





#20

45

Celebrate the Positive Benefits to All...

- Employees with autism have opportunities to learn appropriate behaviors from co-workers
- Development of understanding of autism by co-workers
- Increased self-esteem for all workers

<http://www.youtube.com/watch?v=erFrIz9HNMg>

+ More Information

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- [Autism Society of America](#)
- [Autism Speaks](#)
- [Online Asperger Syndrome Information and Support](#)
- [Autism Network](#) (free on-line training)
- [Centers for Disease Control](#)
- [Autism Internet Modules](#) (free on-line training)

+ Questions?

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